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ABSTRACT

Presented is a quarterly progress report of Project MORE (Mediated Operational Research for Education), a research project developing multimedia instructional programs aimed at specific behavioral deficits among handicapped children, with emphasis on self-care skills for the mentally retarded and articulation therapy in public schools. Major activities and accomplishments, problems, significant findings and events, dissemination activities, capital equipment acquisitions, data collection, other activities, staff utilization, and future activities planned for the next reporting period are recorded for each of four areas of the project: Curriculum Materials for the Mentally Retarded; Research, Development, and Dissemination of Programs for Improved Instructional Technology for Articulation Therapy in Public Schools; Media Support Services; and Systems Analysis. Included is a copy of the January, 1974, MORE newsletter. Appended are the vitae of three staff members. (IM)

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QUARTERLY PROGRESS REPORT

Project No. 26-2364
Grant or Contract No. OEG-0-71-0449(607)

PROGRAMMATIC RESEARCH TO DEVELOP AND DISSEMINATE IMPROVED INSTRUCTIONAL TECHNOLOGY FOR HANDICAPPED CHILDREN

Richard L. Schiefelbusch
and
James R. Lent

The University of Kansas, Bureau of Child Research
and
The Parsons State Hospital and Training Center

Parsons, Kansas

January 31, 1974

The research reported herein was performed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

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Title of Project: PROGRAMMATIC RESEARCH TO DEVELOP AND DISSEMINATE IMPROVED INSTRUCTIONAL TECHNOLOGY FOR HANDICAPPED CHILDREN

1. Major Activities and Accomplishments During this Period
2. Problems
3. Significant Findings and Events
4. Dissemination Activities
5. Capital Equipment Acquisitions
6. Data Collection
7. Other Activities
8. Staff Utilization
9. Future Activities Planned for Next Reporting Period

James R. Lent

R L Schiefelbusch

Signature of Contract Officer — Signatures of Principal Investigators

Date — February 11, 1974
Date

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INTRODUCTION

Project MORE is directed toward the development of instructional programs aimed at specific behavioral deficits among handicapped children. The instructional programs are being: 1) empirically validated; 2) organized through the application of systems technology; 3) implemented by optimal, multimedia materials; and 4) disseminated in a way which assures immediate application in educational environments by virtue of their systematic nature and their multimedia format.

This Project is organized to accomplish these objectives through the use of Systems for organization, The Central Office for administrative support, Media for implementation, and through the two programmatic research projects: 1) Curriculum Materials for the Mentally Retarded, conducted by James R. Lent, Ed.D.; and 2) Research, Development, and Dissemination of Programs for Improved Instructional Technology for Articulation Therapy in Public Schools, conducted by James E. McLean, Ph.D. (Reports contained herein are referred to as LENT, McLEAN, MEDIA, and BUDDE.)

1. MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

During the grant period from October 1, 1973, to January 31, 1974, personnel in the Curriculum Materials for the Mentally Retarded component of Project MORE have continued to develop and disseminate materials.

Early in this reporting period it became evident that consolidating certain portions of the programs into a separate text would facilitate program development. This text, designed as a prepackage to accompany all Project MORE programs requiring the four-levels-of-assistance teaching strategy, is called How to Do MORE. The portions of the programs which have been transplanted to the How to Do MORE manual include those dealing solely with teaching strategies or procedures. This consolidation into a special format makes a highly readable text, one from which the trainer gets a basic knowledge of the principles and procedures used in the programs, and eliminates the necessity of reporting the same material at length in each program manual.

The programs using the same teaching strategy as that described in How to Do MORE are being revised to coordinate with the MORE manual. Revisions include summaries of the material presented in How to Do MORE (the teaching strategy and reinforcement procedures), plus material pertinent to each program. The latter includes supplies required, entry behaviors, specific details on how to collect data for that program, and details on how to conduct training sessions. The teaching steps of the programs do not require revision.

Following is a summary of program activity during this reporting period. Figure 1 shows the status of each program.

How to Do MORE. This manual, which includes details on Project MORE teaching strategies and procedures, is nearing completion and will be sent to the publisher in the early weeks of the next reporting period.

Hair Rolling Program. This program is currently being disseminated.

Toothbrushing Program. The original printing of the Toothbrushing Program is currently being disseminated. The program was revised during January to correspond with the How to Do MORE manual and is ready for reprinting.

Eating Skills for Daily Living Program. Although this program had been completely prepared for final publication, development of the How to Do MORE manual necessitated changes in the introductory material. In the process of revising the introductory material, the system for data collection was also revised to provide more efficient use by the teacher. Artwork was added to the introductory material and the program has been completely prepared for final publication.

Complexion Care Program. During this quarter the Complexion Care Program was completely prepared for publication. As it was presented for final mediation, both researchers and editors felt that the program had several drawbacks. It only covered cleaning the face with soap, and separated skin types into normal, oily, and dry. A consultant was called in who suggested that a section be added on cleaning the face with a skin cleanser and another section be added on using a blemish corrective cream. The idea was accepted, the steps were drawn up, and testing was completed during November and December. The resulting program is a more comprehensive and more practical method of teaching a student to clean his face and take care of skin problems. The consultant added input about types of skin and skin

problems, especially those prevalent among adolescents. The introduction to the Complexion Care Program was shortened and revised to correspond with How to Do MORE and the program was completely prepared for final publication.

Face Shaving Program. Revisions are being made in this program to correspond with the How to Do MORE manual. All other final mediation on the program has been completed and the program will be ready for publication February 15.

Leg and Underarm Shaving Program. Revisions are being made in this program to correspond with the How to Do MORE manual. All other final mediation on the program has been completed and the program will be ready for publication February 15.

Hair Washing Program. This program is in final mediation and will be prepared for publication in the next quarter.

Hand Washing Program. This program is in final mediation and will be prepared for publication in the next quarter.

Nose Blowing Program. This program is in final mediation and will be prepared for publication in the next quarter.

Use of Deodorant Program. Final testing on this program has been completed and the program is ready for final mediation.

Ironing Program. This program is in the final testing stage following extensive revisions in program content (see Progress Report, September 30, 1973).

Showering Program. Although the new version of the "Showering Song" is completed (see Progress Report, May 31, 1973), the program must undergo several revisions before final mediation. These revisions will be completed during the next quarter.

Feminine Hygiene Program. During this reporting period the mediated rough draft of the Feminine Hygiene Program was completed and submitted to the Advisory Committee on Human Experimentation at Parsons State Hospital and Training Center. The program was approved for testing by the advisory committee and pilot testing was completed in December. The program was returned to Media Support Services for editing and preliminary artwork and the program was printed in prototype form. It is currently being tested.

Care of Simple Injuries Program. Rough drafts of the five units of this program have been completed and the program is being mediated.

Nail Care Program. A rough draft of the steps in the Nail Care Program for both fingernails and toenails has been prepared and the program is being pilot tested.

Use of Telephone Program. Two units of this program have been completely prepared and mediated in rough draft form. These two units are currently in pilot testing.

Care of Eyeglasses Program. A loading chart for the Care of Eyeglasses Program was developed during this reporting period and a rough draft of the program is being mediated.

Use of Public Restrooms Program. During this reporting period a task analysis was developed on this program and teaching techniques were designed. The loading chart for the program is currently being revised.

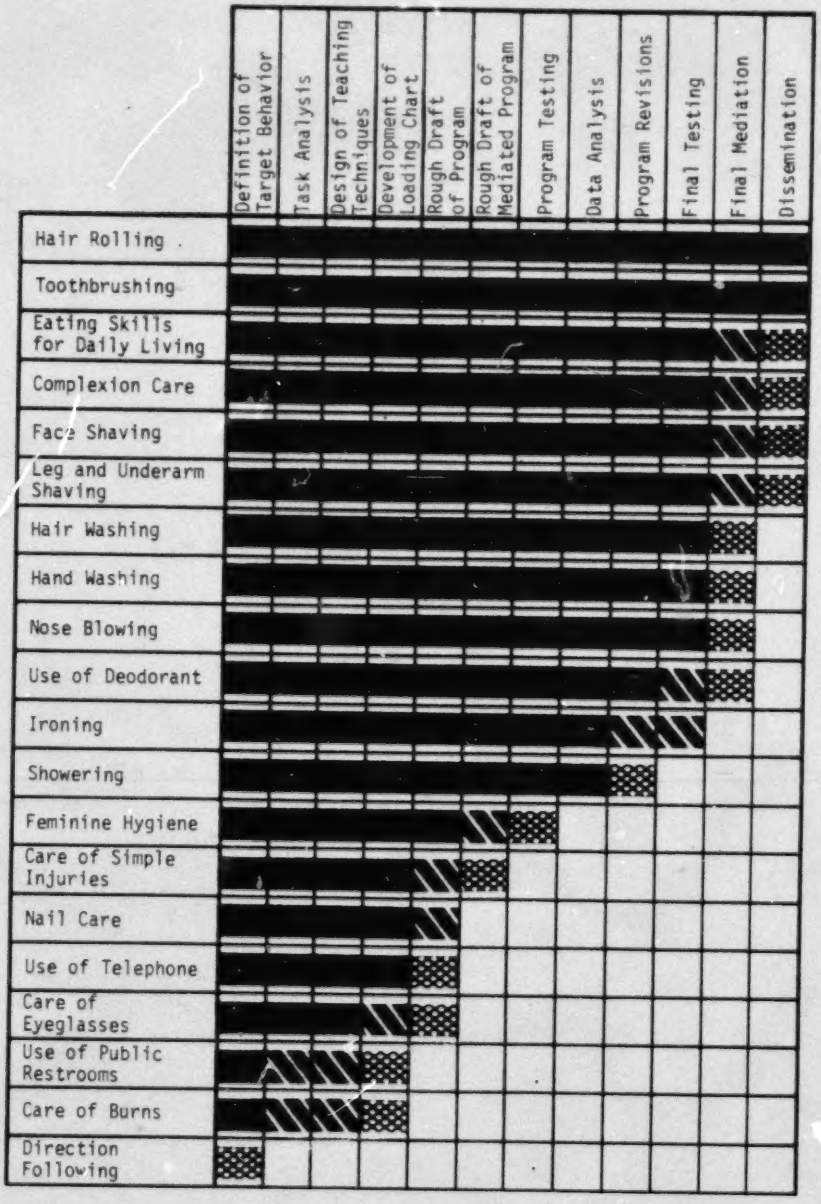
Care of Burns Program. A task analysis of units one and two of this program was developed during this reporting period and the teaching techniques were designed. A loading chart is currently under development.

Direction Following Program. The target behavior for this program was defined during this reporting period.

Figure 1

Program Design and Development

Program design and development stages as of January 31, 1974, on 20 programs of the Curriculum Materials for the Mentally Retarded component of Project MORE.



WORKSHOP ACTIVITIES

Participation in Project MORE workshops continued during this reporting period. Workshops featured presentations on the Project's background and experiences in program development, teaching strategies, reinforcement techniques, and data collection systems for the programs.

Participants simulated teaching experiences, switching roles of teacher, student, and observer. Interaction between the workshop director and participants provided opportunities for the teachers to relate problems in teaching trainable mentally retarded.

Per the agreement with the University of Kansas Instructional Materials Center, workshops to provide inservice training to special education teachers in the KU/IMC region in which Project MORE is located were conducted by the Project's workshop director. This region includes North and South Dakota, Missouri, Kansas, Nebraska, Iowa, and the Bureau of Indian Affairs.

Two workshop formats were field tested in October at Lakemary Center in Paola, Kansas, and for Lawrence Public School District in Lawrence, Kansas.

Workshops were presented at Kearney, Nebraska, December 1, and at Omaha, Nebraska December 8.

Workshops were presented January 15 and 16 at the Lake of the Ozarks in Missouri, at Wichita, Kansas January 24, and in North Dakota January 30 and 31.

Approximately 150 persons participated in the workshops. All participants evaluated the workshop presentations, and will be sending the Project information on their use of the programs and their opinions on the effectiveness of the programs. These data sheets are completed by the teachers after they have used the programs in their classrooms, and will be useful as input for revisions of Project MORE programs. (See letter re. workshops, page 7.)

ARTHUR L. MALLORY
Commissioner

AREA CODE 314

STATE DEPARTMENT OF EDUCATION 751-3602
Division of Public Schools
JEFFERSON BUILDING
P. O. BOX 480
JEFFERSON CITY, MISSOURI 65101

January 30, 1974

Ms. Sandra S. Grafton
SEIMC Workshop Director
Bureau of Child Research
University of Kansas at Parsons
State Hospital and Training Center
Parsons, Kansas 67357

Dear Ms. Grafton:

On behalf of the State Schools for Retarded Children, I wish to express our appreciation for the contribution you made to the Annual Workshop held January 14-18, 1974, at Tan-Tar-A.

Those teachers who were selected to participate in Project MORE were enthused.

The people who were selected for the workshop found it to be very practical and helpful to them as classroom teachers. Some have requested that future workshops offer other self-care activities developed by Project MORE.

The nurse who attended the workshop on Wednesday thought it was the best day spent during the week.

We have reserved February 25, and March 1, 1974, for meetings in Kansas City and St. Louis.

Sincerely,

Dewey Bilyeu

Dewey Bilyeu, State Supervisor
State Schools for Retarded Children

DB:ja

2. PROBLEMS

During this reporting period four problematic issues have confronted the Project:

1. The relationship between trainer proficiency and program effectiveness;
2. The extent and complexity of data collection by the trainer;
3. Dissemination of Project MORE programs;
4. Reader interest and how it relates to a teacher's performance when using a Project MORE program.

TRAINER PROFICIENCY

Ideally, instructional programs should be tailored to suit specific trainer needs. Material well-suited for one may be useless for another. The Project has aimed its products at trainers with various degrees of experience or education in teaching mentally retarded individuals.

Some combinations of trainer characteristics will be superior to others with regard to effective application of an instructional program. Stated simply, these considerations are: How "good" does the trainer have to be, and how "bad" can he be and still effectively use the program?

A Training Proficiency Scale was developed to analyze the problem. This scale was used during the past quarter and results were studied. Its utility and validity was found to be generally high, with low averages showing up on only a few items. These items were rewritten and the revised Training Proficiency Scale is now being tested.

DATA COLLECTION BY TRAINER

The last Progress Report (September 30, 1973) outlined problems with trainer data collection. Basically these were questions of the worth of

the data collected and the effect of the data collection process on the training session.

Analysis indicated that a data system, which lists each step the student must perform, would at least serve as a cue for the trainer. It also indicated that the act of collecting data does not cause significant problems during the training session.

A statement concerning changes made to speed the data collection process may be found in Lent, Data Collection

DISSEMINATION

See Media, Dissemination, for a full report of the dissemination problems which occured during this reporting period.

READER INTEREST

See MAJOR ACTIVITIES AND ACCOMPLISHMENTS, in this section.

3. SIGNIFICANT FINDINGS AND EVENTS

Implementation procedures used in program design and development continued to work successfully. This has accelerated the movement of programs through the first stages of development and into mediation (see Lent, Major Activities and Accomplishments).

Field test data was presented extensively in the last Progress Report (September, 1973) and requires no further elaboration at this time.

MARKET DATA

Shortly after Project MORE published the first issue of MORE News, a quarterly newsletter, it began to receive regular inquiries about the purchase of programs. The inquiries, usually in the form of letters, have been seen as a possible source of marketing data.

These letters are being categorized according to their source and the nature of their comments. Some letters come from people who have been to workshops, others are from people who have read about Project MORE programs or heard about them from a colleague. Some are from people who have been using the programs, and these letters contain opinions on the effectiveness of the programs as well as requests for other programs. (See Media, Dissemination.)

4. DISSEMINATION ACTIVITIES

See Media, Dissemination.

5. CAPITAL EQUIPMENT ACQUISITIONS

4	Smith-Corona 7000 Typewriters @ $280.50 each	$1,122.00
1	ADF Mark VI Portable Memory Calculator	89.95
1	Wollensak 2550 AV Record/Playback Portable with Built-in Slide Sync	299.95
1	Wollensak A-0531 Cover Speaker	49.95
2	Craig Model 2605 Electronic Notebooks @ $114.95 each	229.90
	Total	$1,791.75

6. DATA COLLECTION

Validation procedures have been extensively discussed and reported on in previous progress reports. In addition, a position paper was prepared to detail the Project's philosophy and practice of product evaluation. A preliminary draft of this position paper appeared in the last Continuation Proposal.

RECENT DATA CHANGES

Data collection systems for several programs have been modified during the past reporting period. While the basic principles have remained the same, procedures have been simplified. Changes in data sheets will allow the teacher to record all of a student's training sessions on one sheet rather than using a separate data sheet each day.

The new data sheets will also make it easier for the trainer to spot changes in student performance.

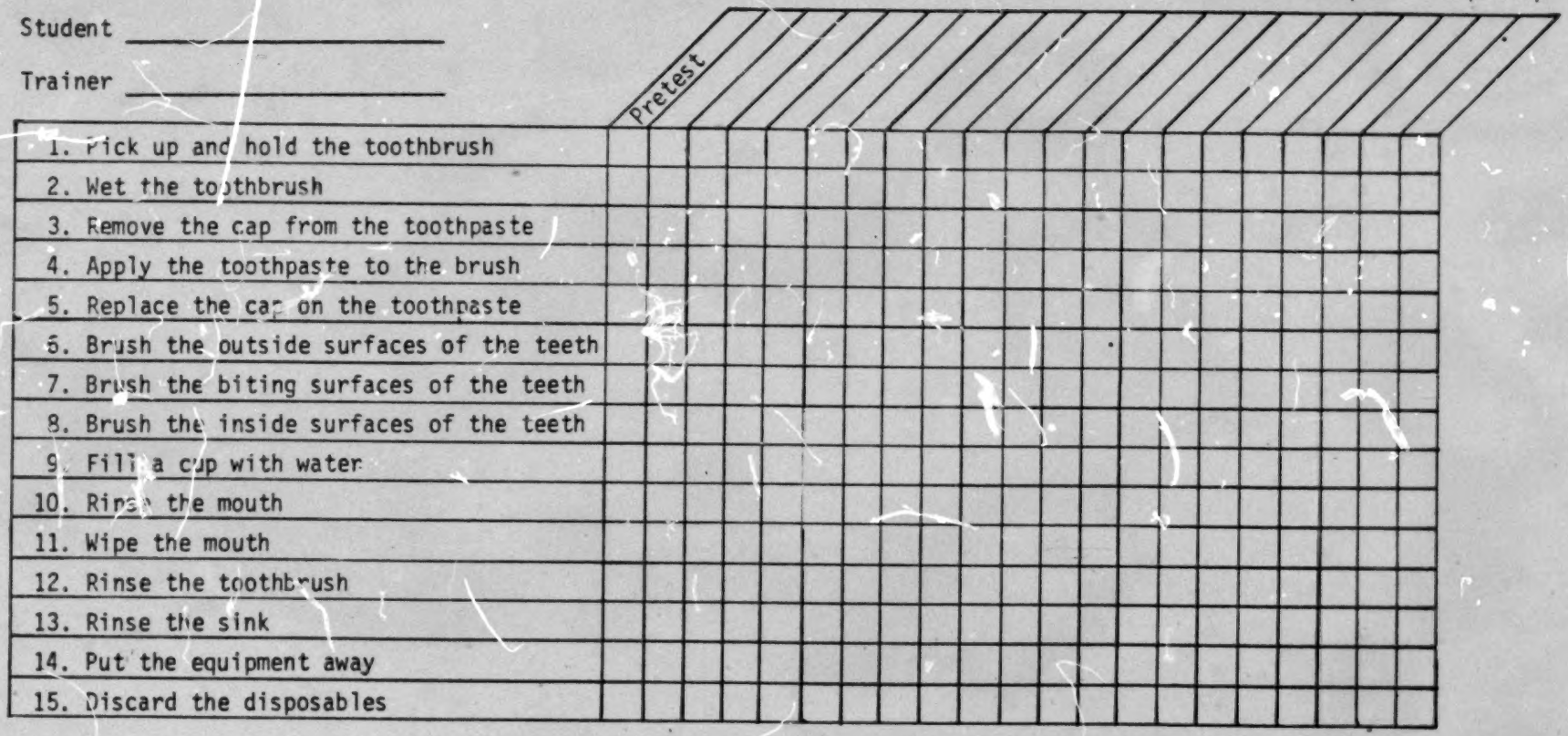
Earlier data systems required the teacher to make a check in one of four boxes at the level of assistance which the student received on each step. The teacher is now required to indicate the level of assistance a student receives with one of five letters. A sample of a revised data sheet and a graph are included.

TOOTHBRUSHING PROGRAM DATA SHEET

A = No Help
B = Verbal Help
C = Demonstration
D = Physical Help
X = Step not completed

Student _____

Trainer _____

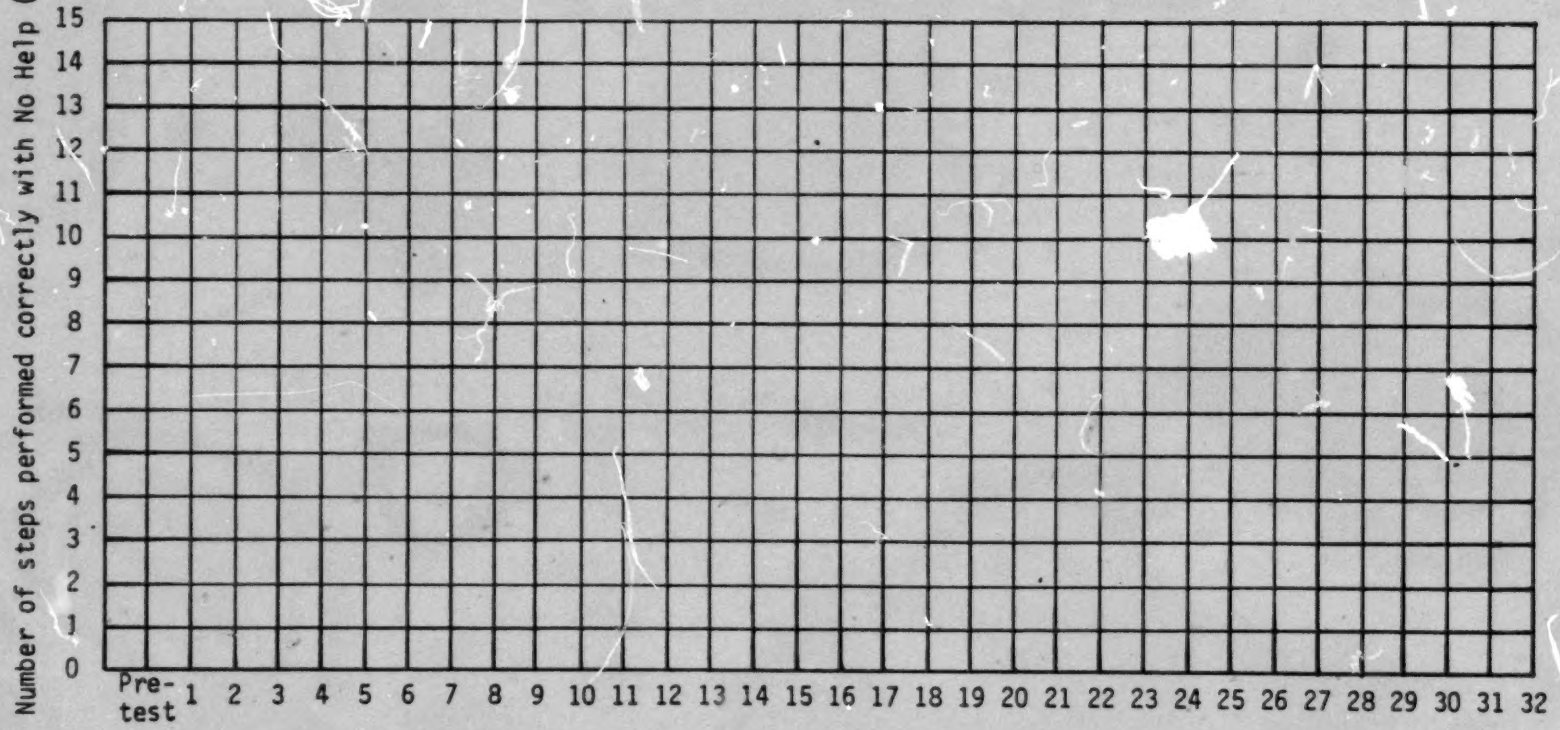

Pretest
1. Pick up and hold the toothbrush
2. Wet the toothbrush
3. Remove the cap from the toothpaste
4. Apply the toothpaste to the brush
5. Replace the cap on the toothpaste
6. Brush the outside surfaces of the teeth
7. Brush the biting surfaces of the teeth
8. Brush the inside surfaces of the teeth
9. Fill a cup with water
10. Rinse the mouth
11. Wipe the mouth
12. Rinse the toothbrush
13. Rinse the sink
14. Put the equipment away
15. Discard the disposables

14

TOOTHBRUSHING PROGRAM GRAPH SHEET

Student _____

Trainer _____



7. OTHER ACTIVITIES

Project related activities during this reporting period have resulted in extensive efforts to: 1) exhibit Project MORE materials in an attempt to familiarize trainers with Project products; 2) present workshops to give the participants simulated experience in using Project MORE programs; and 3) provide consulting services to integrate Project MORE materials into existing rehabilitation systems in facilities throughout the country.

The following is a list of activities in which Project staff members have participated during the last quarter.

October 4-5 - The Project Director served as a consultant at the Retarded Children's Center in Hutchinson, Kansas.

October 10 - The Project Director lectured the "Developmental Disabilities Council" at Labette County Junior College.

October 17 - The Project Director and the Media Services Director spoke at Kansas Neurological Institute's First Annual Governor's Conference on Mental Retardation. A display of Project MORE materials was exhibited at the conference.

October 20 - The Workshop Director and a Writer/Editor presented a field test of the SEIMC/Project MORE workshop at the Lake Mary Center.

October 29 - The Project Director and the Director of Program Development served as consultants at the Veda Knox school in Arlington, Texas.

October 29 - The Workshop Director presented a field test of the SEIMC/Project MORE workshop at the Lawrence public school district, Lawrence, Kansas.

October 29 - Eleven members of the Project MORE staff attended American Association on Mental Deficiencies Region V Annual Meeting in Wichita, Kansas. Five research assistants presented a panel discussion. The Assistant Project Director and the Director of Program Development served as chair persons. A Project MORE display was handled by the Project Artist and Graphic Technician along with a research assistant and the Project secretary.

November 16 - The Project secretary attended an IBM Workshop for secretaries in Joplin, Missouri.

November 27-28 - The Director of Program Development served as a consultant for the St. Louis County Special School District in St. Louis, Missouri.

December 12 - The Project Director lectured at a Nursing Education Conference held at the Parsons State Hospital and Training Center UAF.

January 16 - The Project Director served as a consultant for the Joplin Regional Diagnostic Clinic, Joplin, Missouri.

January 15-16 - The Workshop Director conducted a workshop for Missouri teachers of the trainable mentally retarded. The conference was held at Lake of the Ozarks, Missouri.

January 17 - The Project Director made a presentation for the UAF Executive Training Seminar at Lawrence, Kansas.

January 21 - The Assistant Project Director made a presentation to the Student Training Program at the Parsons UAF.

January 24 - The Workshop Director and a Writer/Editor traveled to Wichita for a workshop for Kansas public school teachers.

January 30-31 - The Workshop Director presented a workshop in Grafton, North Dakota.

8. STAFF UTILIZATION

During this reporting period, the curriculum materials staff remained divided into Project teams, with one or more research assistants assigned to one or more programs under the supervision of either the Project Director, Assistant Director, or Director of Program Development.

Project staff members have continued to devote time to the monitoring of daily training sessions. A great deal of data on student performance, reliability of measurement instruments, trainer proficiency, and follow-up data has resulted from this approach.

Project MORE staff members have continued to serve as consultants for students and other professionals. The Project Director, Assistant Director and Media personnel have served as faculty members and lecturers in Hospital In-Service Training Programs (HIST) for two courses titled "Introduction to Mental Retardation," and "Critical Problems of Development and Adjustment."

Project staff members have been assisting the staff of Parsons State Hospital and Training Center in special education and therapy sessions as their other duties permit. This interaction has facilitated communication between the two staffs.

Bonnie Utley, a research assistant, is also providing inservice training in behavior modification to the staff of the Title I grant. This activity was started prior to the last progress report and is still in progress. It has helped make a number of potential trainers available for Project MORE field testing.

Carol Foster, director of program development, started a behavior modification course for music therapists. The bulk of this course will be conducted in the next quarter.

Pat Lewis, a research assistant, left the Project December 21, to continue her education.

9. FUTURE ACTIVITIES

The Project will continue to develop programs to teach daily-living skills. To date the programs have been in the area of Personal Appearance and Personal Hygiene. During the coming year several programs in critical social skills will be developed. These will include Use of Telephone, Eye Contact, and Simple Directions.

These proposed activities are detailed in the Continuation Proposal.

1. MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

The major activities of the Improved Instructional Technology for Articulation Therapy in Public Schools component of Project MORE during this reporting period have centered around the testing of the Stimulus Shift Articulation Program on a retarded and preschool population and the mediation of the final program products for the Stimulus Shift Articulation Program which has been validated for use in public school articulation therapy programs. These products include program manuals for eight phonemes, a procedures manual for application of the stimulus shift program, stimulus pictures needed for each phoneme program in two media formats--filmstrips and flash cards, data sheets for charting acquisition of the targeted phoneme behaviors, data sheets for recording the data from the probe tests, an Articulation Progress Chart which is used to keep the child informed about his progress through the program, and eight stimulus materials booklets for probe tests for each phoneme.

TESTING A RETARDED AND PRESCHOOL POPULATION

Pilot data on the mentally retarded population, as well as on normal children who are below school age, have indicated that the applicability and dissemination scope of the Stimulus Shift Articulation Program is potentially very great. Although the current program has been designed to develop complex linguistic skills in normal but speech-handicapped children, the program series has yielded some data to indicate that it can be efficiently and productively run with children of lower levels of linguistic performance.

Evidence of this applicability is currently being pursued through experimental programming with developmentally delayed children in an early education program in Nashville, Tennessee. Linguistic complexity of the current training

material has been reduced by deletion of training segments of the program which incorporate responses of greatest grammatical complexity. The results of the current and future experimental application will be used to determine the validity of such a modification to the program and to suggest any necessity for additional modifications.

PROGRAM REVISION AND PRODUCTION

Printed Materials. The eight manuals for stimulus training (s, r, l, sh, th, ch, k, f) have been completely edited in preparation for final publication. The edited material was printed in limited quantity by the Media staff. These preliminary printed copies will be used in validating the program with a retarded population. Final publication of the eight manuals, as they are now validated for normal school-age children, will take place during the next quarter. All artwork and special layouts have been completed for the final production.

Printing has been completed on both of the data sheets and on the Articulation Progress Charts. The data sheets have back pads for efficient use during training.

Stimulus Materials. Stimulus pictures for the eight phoneme manuals, created during the third quarter of the grant year, have been printed in limited number of flash cards for use in testing a retarded population. Final printing of the flash cards will take place simultaneously with the final publication of the eight manuals. The stimulus pictures will also be reproduced in filmstrip form, a more facilitative method of using the pictures. In final dissemination of the manuals, the consumer will have the choice of filmstrip or flash cards.

Work has continued on a project developed during this quarter for a stimulus materials booklet for the probe tests in each manual. The

probe tests require the speech therapist to show the child a picture which is loaded with the sound being trained. The new booklet will eliminate the need for the therapist to go to an outside supplier to obtain sound-loaded picture.

The stimulus materials for probe tests booklets for each manual will consist of four parts: two sound-loaded 8½ x 11 drawings, one sound-loaded 11 x 17 drawing, and a rhebus containing pictures of words with the training sound. The last page will be a list of the words used in the stimulus materials booklet. An effort is being made to make sure that a proportionate number of words are used containing the sound in each of the initial, medial, and final positions.

At the end of this reporting period, initial drawings for the three sound-loaded pictures have been completed for five of the manuals. The sound-loaded pictures for the other three manuals and all of the rhebus' will be completed during the next quarter. In final production, the booklets will be printed on durable-quality paper and will be disseminated with each training manual in order to make the instructional packages (manual, flash cards or filmstrip, data sheet pads, procedures manual, and probe materials booklet) self-contained.

2. PROBLEMS

The major problem facing the speech articulation portion of Project MORE during the final quarter of the grant year has been the question of future funding for this portion of the Project.

All parts of the Stimulus Shift Articulation Program package (see McLean, Major Activities) will be made market-ready during the carry-over year. In addition, the program will be tested for its effectiveness for mentally retarded children in public school EMR and TMR classes. Although the original stimulus shift program was developed for mentally retarded children, the current program has not been validated on this population.

Pilot data on the mentally retarded population, as well as on normal children who are four and five years old, has indicated that the applicability and the dissemination scope of the Stimulus Shift Articulation Program is potentially very great. Although the current programming has been designed to develop complex linguistic skills in normal but speech-handicapped children, the programmed series has shown evidence that it can be efficiently and productively run at lower levels of potential linquistic competency.

The current program is a product of three years of research and development. The data-based revisions were made to increase the efficiency of the carry-over acquisition by a typical public school caseload population. The new programs have been shown to be 50 percent faster in teaching children to attain this phoneme acquisition than were previous program sequences. This increase in efficiency with no apparent loss in effectiveness with this "typical" population justifies the fixation and dissemination of the current program as well as the proposed extension of the applicability of the program.

3. SIGNIFICANT FINDINGS AND EVENTS

Because no final data has been obtained (see McLean, Data Collection), there are no significant findings and events to report at this time.

4. DISSEMINATION ACTIVITIES

No dissemination activities have taken place pending the availability of program materials for the eight phonemes. Dissemination of the limited printing (see McLean, Major Activities) of the program manuals has included only those people testing the program with a retarded population. See Media, Dissemination Activities, for information regarding commercial dissemination.

5. CAPITAL EQUIPMENT ACQUISITIONS

1	Smith-Corona 7000 Typewriter	$280.50
2	Mirror lamp set @ $16.75 each	33.50
2	Mirrors with flashlight @ $6.85 each	13.70
	Total	$327.70

6. DATA COLLECTION

No final data has been obtained from the field testing of the Stimulus Shift Articulation Program on a population of mentally retarded and preschool children.

7. OTHER ACTIVITIES

None.

8. STAFF UTILIZATION

During the second quarter of the grant year, Sandra Raymore, a research assistant on this work since its inception, left the staff to take a new position at the Behavioral Research Institute of Monterey, California. Her loss, plus the off-site status of James McLean, principal investigator of this section of the Project, required major changes in Project MORE's activities in articulation programming.

Since Raymore's departure late in July, Dr. McLean has monitored the production of the Stimulus Shift Articulation Program through written and telephone contacts and through several visits to Parsons (October 11-12 and November 7-9) where he met and worked with the Media staff.

During the third quarter of the grant year Dr. McLean received permission from the Project officer of USOE (John Davis) and the Project director in Parsons (Dr. James R. Lent) to employ professional staff in Nashville to carry out additional research activities. As a result, Lucy Long was hired as a research assistant on October 1. Her vita may be found in Appendix A. She is employed through Project MORE at Parsons.

9. FUTURE ACTIVITIES

Upon acceptance of the research proposal already submitted to the Metropolitan Nashville School System, the linguistically-simplified form of the Stimulus Shift Articulation Program (see McLean, Major Activities) will be additionally field tested with mentally retarded children currently being served in the Nashville school district. In addition, a proposal has been presented to place the program in clinical use at the Bill Wilkerson Hearing and Speech Center of Nashville. Such placement will serve to provide feedback concerning the functionality of the current procedures and program manuals, as well as supplying additional data and clinical judgments about the performance of preschool children placed on the program.

I. MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

The Media staff has worked with other Project personnel to define and implement certain content and format changes in Project MORE programs. Finalizing these changes will result in an accelerated program production rate in the coming grant period.

The content and style of the program prepackage was decided. The prepackage, to be called the How to Do MORE manual, will include elements of Project MORE's technology which many of the programs share. These are the four-levels-of-assistance teaching strategy, reinforcement procedures, and parts of the data collection system.

Suggested styles for the prepackage were judged by their ability to make learning how to use Project programs interesting rather than tedious. A comic-book format was chosen as the most informative and interesting method of presentation. One writer-editor is working with a freelance artist experienced in cartoon-style artwork on sections of the prepackage; the editorial and research staffs are also producing self-tests to accompany each section, which will allow the reader to test his understanding of the material as he progresses through the manual.

The prepackage will serve two purposes: 1) it will accompany all programs and provide an indepth explanation of Project policies, and 2) it will be sent to prospective consumers or other interested parties as an informational tool about the Project.

The production of the prepackage means that individual programs do not need lengthy explanations of the teaching strategy and other expository material already covered in the How to Do MORE manual. Summaries of this information will be included in each program manual, however, as well as

information pertinent to the specific program. This specific information includes particulars regarding training sessions, equipment and supplies needed, prerequisite behaviors desirable for students, and the definitions of the steps in the program.

LANGUAGE USE IN PROGRAMS

As stated in the Project's Continuation Proposal (November 15, 1973), Media personnel edit programs so that they can be readily understood by a person with no background in the field of mental retardation. General guidelines regarding language use have been distributed to Project researchers and editors and are continually updated. Persistent efforts are made to reduce the language level of the programs, for both the trainer and the student, to simple but interesting terms.

PROGRAMS PREPARED FOR SUBMISSION TO PUBLISHER

Media editors re-edited the introductions to the Complexion Care Program and the Eating Skills for Daily Living Program to make them consistent with the changes brought about by the How to Do MORE prepackage.

Revisions were made to the Toothbrushing Program to make it compatible in style and content with the other programs. Arrangements for artificial food, helpful for the Eating Skills for Daily Living Program, and skin products, to be packaged with the Complexion Care Program, are under investigation by Project staff.

STATUS OF MEDIATION OF OTHER PROGRAMS

Nose Blowing Program. This program is in final mediation and should be to the publisher by March 1.

Face Shaving Program. The introductory pages of this program are in the process of being rewritten to coincide with the How to Do MORE prepackage. The program will be ready for submission to the publisher by March 1.

Leg and Underarm Shaving. The introductory pages of this program are in the process of being rewritten to concide with the How to Do MORE prepackage. The program will be ready for submission to the publisher by March 1.

How to Do MORE manual. Writing, editing, and artwork are nearly completed. The book is scheduled for final review and submission to the publisher in February.

Use of Deodorant Program. This program is scheduled for final mediation. Extensive revisions will be necessary to make it compatible in format with other programs.

Feminine Hygiene Program. The mediated rough draft of this program was completed, submitted to the Advisory Committee on Human Experimentation, and approved for testing. The program was printed in prototype form in preparation for validation.

Care of Eyeglasses Program. The mediated rough draft is scheduled for completion in mid-February. Media staff have edited the steps and completed artwork for them, and planned the introductory pages. Consultative services for this program are being given by a local optometrist, following contact with the Kansas Optometric Association.

Nail Care Program. The steps of this program are edited and the program is in pilot testing.

Care of Simple Injuries Programs. Conferences have been held regarding the format of eight units of this program, the filmstrips which are to accompany the programs, and some possible materials to be included with the program.

Stimulus Shift Articulation Program. The Stimulus Shift Articulation Program is in the final stages of mediation and the eight phoneme manuals should be submitted to the publisher by March 15. Work is continuing on the probe materials booklet. For more information see McLean, Major activities.

MEDIA/RESEARCH INTERACTION

Frequent contact between Media and research personnel continued on a weekly basis, particularly between writer-editors and research assistants. This communication results in concentrated efforts to solve any difficulties raised in mediation of a particular program and in reconciliation of scheduling problems.

WORKSHOP MATERIALS

Both the first and second-generation workshops were revised during this report period, resulting in extensive printing by Media. More than 175 workshop packages were printed for use in the Instructional Materials Center workshops. The workshop director also worked to develop new workshop-related data sheets.

OTHER PRINT MEDIA PRODUCTS

Two working papers were printed during this report period. One of these, Working Paper #297, Formative Management: A Means of Molding Winning Programs, was authored by the Project's systems planner, James Budde.

Other printed products for the Project include the second MORE newsletter, stimulus shift flash cards, a variety of workshop handouts and booklets as well as the workshop manuals, program data sheets, a book chapter, revised Training Proficiency Scale charts and a revised observer's checklist, and daily and monthly cost accounting forms.

Nonproject printing jobs completed during this period include a newsletter, two course brochures for the Hospital In-Service Training Program, speech articulation materials for the Bureau of Child Research, and a reprint of notebooks for the Teacher-Parent Communication program, a product of Project MORE in cooperation with the KU/SEIMC.

PRODUCTION OF BOOK

Project MORE is producing a book which will detail the Project's methods and procedures for developing instructional packages for the trainable mentally retarded. The purpose of the book is to tell how to educate the mentally handicapped, a need which is especially important in view of the mandate to public schools to teach the mentally retarded. The text will also be useful to parents and others without training in teaching the mentally retarded. The text will provide a full range of material on instructional technology, including design, development, mediation, and dissemination.

In addition to detailing Project strategies, the book will include comments of five education specialists. The specialists met with MORE staff in December for discussions of program organization, curriculum, teaching procedures, and funding. Tape recordings of the interactions have been transcribed. Extensive editing of the first draft has taken place during this reporting period.

Funding for the book is provided by BEH through a contract with the National Center on Educational Media and Materials for the Handicapped at Ohio State University.

AUDIOVISUAL ACTIVITIES

Five additional kinescopes for workshop presentations were produced by the Audiovisual staff for second-generation workshop participants and will be available for use during the next grant period. In addition, five copies of the workshop synchronous slide/tape presentation were produced. These programs will accompany the kinescopes and will provide other workshop leaders with demonstration materials.

Audiovisual personnel completed 16 Project work orders pertaining to still-photographic production during this period. These include photographs for the newsletter, publication photos, artwork preparation materials, and lecture and workshop demonstration slides. Also, several programs that include multi-media materials, proposed in the Continuation Proposal, were initiated.

2. PROBLEMS

Dissemination. Problems of dissemination previously reported are being eradicated as negotiations with a new publisher, Edmark Associates of Seattle, Washington, appear to be nearing completion. (See Media, Dissemination.)

Scheduling and Accountability. Media staff have been faced with an increasing number of programs to mediate and complex personnel scheduling problems. During this report period, efforts have been made to establish a realistic and workable timetable for mediation of programs, scheduling of personnel, and for a method of computing time/cost figures for each program.

3. SIGNIFICANT FINDINGS AND EVENTS

Not applicable.

4. DISSEMINATION ACTIVITIES

Two Project instructional packages--the Hair Rolling Program and the Toothbrushing Program--are being disseminated under the Project's two-year developmental authorization. The Media Services Director and Project consultant James W. Becker (executive director, National Foundation for Improvement of Education) are currently exploring a possible five-year final materials copyright authorization.

Consumer reaction to the Toothbrushing and Hair Rolling Programs has been good. One letter, from the Regional Education Center at Syracuse, New York, received those programs and responded, "They are excellent programs, and we would like to purchase the remainder of the series when completed." A letter from a teacher at an Michigan Intermediate School pointed out that she had used the programs effectively for other than the trainable mentally retarded. Said the teacher, "I have copies of the Toothbrushing and Hair Rolling Programs and find they are useful in teaching the skills to the visually impaired." While most letters of inquiry about Project programs have come from the United States, there have been letters from England and Holland asking for information.

Two programs--the Complexion Care Program and the Eating Skills for Daily Living Program--are ready to be submitted to a publisher; it is hoped the programs will be disseminated within two months.

Workshops continue to be a valuable dissemination vehicle for the Project, as reported in the last Progress Report (September, 1973). Approximately 200 Project MORE programs have been disseminated to trainers participating in the workshops. Names of all workshop participants have also been placed on the mailing list for the Project newsletter. A workshop

handout listing the stages of development of the various Project programs is included in the workshop package; many participants have expressed interest in buying programs as they are placed on the market. Several administrators have placed orders for programs for their individual schools. A small display of various prototype programs is also set up at each workshop and has stimulated interest in the programs.

The second issue of MORE News, published in January, is a viable dissemination tool, as well. More than 100 inquiries about Project MORE have been answered since publication of the first newsletter in October. Under present contract restrictions, copies of programs cannot be distributed by the Project; however, persons who write for more information are automatically placed on the MORE News mailing list, and a follow-up letter is sent to them.

A copy of the newsletter may be found on the following pages.

MORE newsletter well received

Response to the first issue of MORE News has been good. As many as 20 letters a week have arrived with questions about Project MORE.

Many of the writers had read someone else's copy of MORE News and asked to be put on the mailing list themselves.

If you would like to receive your own copy of MORE News four times a year, send your name and address to Project MORE, Media Support Services, Parsons State Hospital and Training Center, Parsons, Kansas 67357.

Bonnie Utley (center), Project MORE curriculum developer, tape records questions and answers as a young resident of Parsons State Hospital and Training Center gets directions from an employee at Parsons city hall. The encounter was in conjunction with early work being done on Project MORE's public restroom program. See story on page 3.

more news

January 1974

Vol.1 No.2

MEDIATED OPERATIONAL RESEARCH FOR EDUCATION

Expert opinions tapped for upcoming MORE book

Methods and procedures for developing instructional packages for the trainable mentally retarded will be explored in a book now being produced by Project MORE personnel. The work will feature comments from five education specialists who recently visited Project MORE.

Titled The Development and Dissemination of a Model for Program Development, the book is funded by the U.S. Office of Education, Bureau of Education for the Handicapped, Division of Education Services, through a contract with the National Center on Educational Media and Materials for the Handicapped (NCEMMH) at Ohio State University.

The text will include the participating educators' experiences in program development and will detail Project MORE's strategy for developing instructional packages for the trainable mentally retarded. Aimed at readers interested in the production of instructional materials for the handicapped, the book should be helpful in either limited or full-scale institutional or community-based programming.

Conference participants met with Project MORE personnel in informal talk sessions which included discussions of program organization, curriculum, teaching procedure and funding. The two-day meeting was recorded and after transcription will be edited and prepared for publication in book form. Dr. James Lent, Project MORE director, said the meeting format was designed to encourage spontaneity on the part of the participants.

Discussing the book's purpose, Dr. Lent said it is necessary to tell how to educate the handicapped because the right to education movement has mandated public school training and education. "Teachers and others are faced with training children they don't know how to teach," he continued.

Lent said there is an absence of anything which does exactly what the

Continued on Page 2

Expert opinions tapped for new MORE book

Continued from Page 1

Project MORE book proposes to do. While the Bureau of Education for the Handicapped (B.E.H.) is producing a monograph with information concerning B.E.H. guidelines for funding, and the NCEMMH has provided information on mediation, only the Project MORE publication will include information on all phases of program development. "The Project MORE book will provide a full range of material on instructional technology, including design, development, mediation, and dissemination," Lent said.

Dr. Lent pointed out that the key feature of the educators' meeting was that they emphasized the need for the interaction among the various components of an instructional technology. "The book is necessary because various persons have developed expertise in all fields, but to date there have been no systematic process of interaction of these components," Lent added.

"As a result of the conference, it will be possible to merge the experiences and ideas of a number of experts in the field--all with similar, yet unique experiences," Lent explained.

Dr. Lent cited two specific audiences for the book. He described the first group as professional program developers, such as Project MORE, Project LIFE (Language Improvement to Facilitate Education) at Washington D.C.; BSCS (Biological Sciences Curriculum Study) at Boulder, Colo. and other federally funded groups, as well as those persons who want to be funded for similar projects. "The experiences detailed in the book will provide valuable information for new groups who are seeking funding," Lent said.

Independent public school teachers and parents make up the second audience. These people have far fewer resources and need the background information this book could provide, Lent said. He pointed out that the second group includes anyone who feels the need to write a program, and "currently there are a large number of people who fit this category since there are so few valid programs now available," he added.

Asked how the conference participants were chosen, Dr. Lent explained that the book reactors are people who have relevant experiences in the instructional technology process. They include other project directors, a marketing consultant and a copyright official. Lent explained that it is important to include copyright information because one of the first questions a developer must face concerns copyright, since it is important to dissemination and to the funding process.

Those attending the session were Dr. Morton W. Bachrach, copyright administrator, USOE-NIE, Washington, D.C.; John J. Dostal, consultant, educational marketing, Garden City, N.Y.; Dr. Herbert Goldstein, department of special education, Yeshiva University, New York City; Dr. William B. Mayer, director, Biological Sciences Curriculum Study, Boulder, Colo.; and Dr. Glen Pfau, director, Project LIFE, Washington, D.C.

Project MORE personnel included Dr. Lent, Dr. Ingo Keilitz, assistant director; Sunny Foster, director of program development; Barbara McLean, Media Services director; Larry Thompson, audiovisual director; and James Budde, assistant director, University of Kansas Bureau of Child Research.

more news

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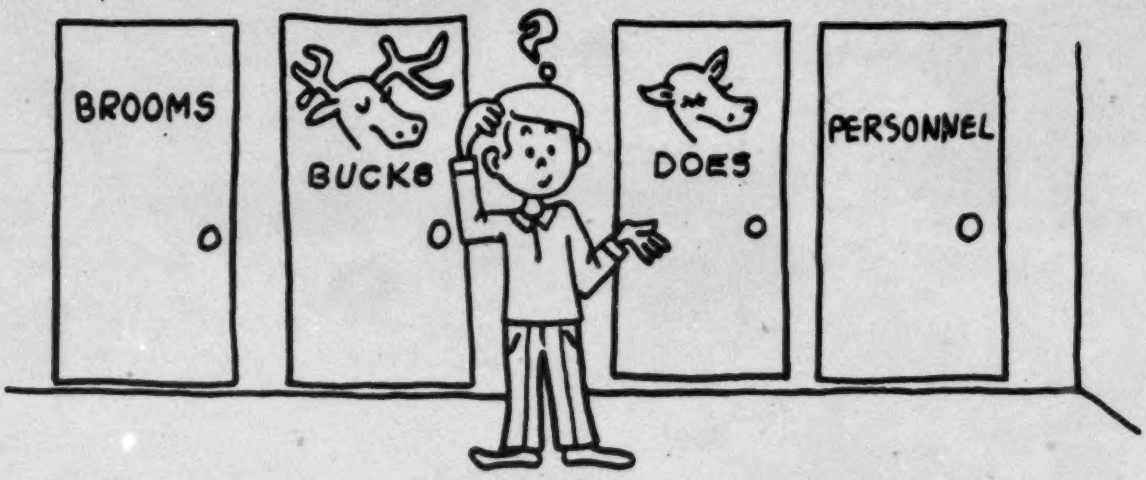
Dr. James R. Lent . . . . . Project MORE Director
Barbara M. McLean . . . . . Media Services Director
Cliff Bieberly . . . . . MORE News Editor



Public restroom program gets underway

Finding a public restroom can be a difficult task for almost anyone. But it can be even harder for retarded persons.

Bonnie Utley, Project MORE curriculum developer, found out for herself when she took a group of four mentally retarded young people on a field trip. The purpose of the excursion was to see just how well the retarded youngsters could do when told to find a public restroom.

Ms. Utley, who has started preliminary work on the Project's public restroom program, began the search by taking the group to the Parsons city hall. "They each asked for directions in one of the city offices and then tried to find the restroom, using the information they were given," she said. "I thought they did really well."

"Some of the kids were able to follow three- and four-part directions," Ms. Utley said. "Their biggest problem came when they had to decide which of several doors was the one for the restroom."

The Project MORE program dealing with public restrooms is planned in two parts. The first part pertains to finding the proper restroom, with the second part covering appropriate behavior while in a public restroom.

"We're at the stage now where we are trying to find out what needs to be included in this type of educational package," Ms. Utley explained. "Many of the kids we've worked with can sight read well enough to tell which restroom they should use, but they are confused when they have to choose between a door which says 'gentlemen' and one that says 'personnel'."

"With the present emphasis on getting retarded people into the community, I think there is a real need for this type of program," she said.

The Project MORE public restroom program should be completed by December 1974.

Project MORE workshops set

Sandy Grafton, Project MORE workshop director, has announced the following workshop schedule for early 1974.

January 24	Wichita, KS
January 30-31	Grafton, ND
February 4	Aberdeen, SD
February 9	Lincoln, NB
February 13	Glenwood, IA
February 14	Woodward, IA
February 25	St. Louis, MO
March 1	Kansas City, MO
March 5	Wichita, KS
March 12-15	Educational Technology Publications Conference San Francisco
March 17-22	AECT (ASET) Convention Atlantic City, NJ

Goldstein dicusses special education needs

State governments should serve as innovators of educational change, Dr. Herbert Goldstein said recently. Now at the end of his second year of supervising court-ordered changes in the Pennsylvania special education system, Dr. Goldstein, professor of education at Yeshiva University, sees lack of central leadership as a problem area in special education.

Dr. Goldstein

"The state is in a much better position to develop curriculum and staff. It can provide leadership that will produce," Dr. Goldstein said. He added that the ideal special education system is one where the state is in a leadership role, with adaptions made on the local level.

Dr. Goldstein and attorney Dennis Haggerty were appointed co-masters as arms of the court after a state ruling on special education. In Pennsylvania Association for Retarded Children, Nancy Beth Bowman et al. v. Commonwealth of Pennsylvania et al., the court declared the state of Pennsylvania responsible for providing equal educational opportunities to all children, regardless of their abilities.

As a result of the legal action brought by parents of retarded children, the commonwealth of Pennsylvania agreed to fulfill several special education needs. The Pennsylvania state government proposed to first find all retarded children in the state, test them and classify them for placement in the public school education program.

Although the state has had some problems locating and testing the retarded population, Dr. Goldstein pointed out that designing the special education curriculum has been the greatest problem.

Right to education legislation has increased the number of special education programs, but it has not provided the teachers with good curriculum for teaching the mentally retarded. Explaining that the legal profession is best at procedural matters with quantitative results, Dr. Goldstein said teachers themselves will have to learn to recognize a good curriculum.

Dr. Goldstein emphasized that teachers should have at least as much expertise in the selection of educational materials as they have in choosing clothing or food.

"Teachers often lack the skill and practice needed to make curriculum evaluations. I know of no colleges which provide teachers with enough experience in curriculum evaluation," he added. Dr. Goldstein said he would like to see teachers educated in principles of good curriculum and why it does what it is purported to do.

Editor's Note: Goldstein was interviewed while visiting Project MORE.

Project MORE
P.O. Box 290
Parsons, KS 67357

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5. CAPITAL EQUIPMENT ACQUISITIONS

1 Polaroid Film Holder and Screen	$117.50

6. DATA COLLECTION

Not Applicable.

7. OTHER ACTIVITIES

Advisory Board. As indicated in the Project's Continuation Proposal (November 15, 1973), the Project has been counseled to create a board to advise on Project goals and achievements. The list of prospective members of the board has been drawn up and a letter was sent to these persons to ascertain interest in serving on this board.

The letter stated that board members "would give Project personnel guidance and objective input by meeting with us here twice a year." The purpose of the group would be "to scrutinize our programming plans and to be critical of our modes and methods of response to the charge of our grant, to develop and disseminate instructional packages to the handicapped."

Contacts for board members ranged from persons with strong business acumen to consumer representatives. Persons contacted are:

Rep. Clair Burgener,
U.S. House of Representatives

Dr. Dick Coffing,
Principal Investigator
National Need Analysis
National Center on Media and Materials
for Education of the Handicapped
Ohio State University

Richard B. Cray,
President
McCormick Distilling Company

Dr. Floyd Dennis,
Peabody College
Nashville, TN

John Doctal,
Marketing Consultant

Kathryn Gorham,
Closer Look Project
President's Committee on Mental Retardation

Muriel Humphrey

Dr. Alex Lazzarino,
Director, Extramural Independent Study Center
Division of Continuing Education
University of Kansas

Dr. William V. Mayer,
Director
Biological Sciences Curriculum Study
Boulder, CO

Dr. Ed Meyen,
Chairman, Special Education Department
University of Kansas

Dr. Shef Nasser,
Director, Special Education
Nashville Public Schools

Jeanette Rockefeller

Margot Sherman
Retired Senior Vice-President
McCann-Erickson Advertising Agency
Advertising Consultant-Lecturer

Eunice K. Shriver,
Executive Vice-President
Joseph P. Kennedy Foundation
Washington, DC

Helen Sims,
Director, Information Services
University of Kansas Medical Center

8. STAFF UTILIZATION

Madeline Caruthers assumed the position of managing writer/editor on October 8, 1973. This position had been held by Betty Nelick.

Cliff Bieberly assumed the position of writer/editor on October 15, 1973. He will assume the editorial duties previously handled by Charles Cartwright.

Vitae for Caruthers and Bieberly may be found in Appendix A.

9. FUTURE ACTIVITIES

(See Continuation Proposal, November 15, 1973.)

1. MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

Per the request of the Project officer, John Davis, an accountability system is under development by the Systems Analyst for the three subsystems of the Project. The system will project the work to be accomplished by Project personnel over a given period of time and will provide an accurate means for computing the per-program cost of instructional packages.

During this reporting period, accountability techniques were developed for the research and development subsystem. In the next reporting period, accountability procedures will be developed for the mediation subsystem and those of research and development will be refined. All procedures are geared towards making the Project deliver the quality of products desired at the time needed and at the cost estimated. (See Continuation Proposal, November 15, 1973 for more information.)

2. PROBLEMS

Problems encountered during this quarter relate to the development of useable daily and monthly accountability sheets for the research and development subsystem of the Project.

The sheets are designed to reflect time spent by staff on a particular program and allow for computation of total time spent on each module of development, cost of supplies for training, and other items which need to be considered in cost computation. Data was collected for three months with these forms. The forms then were revised and the new system is ready for implementation during the next quarter.

3. SIGNIFICANT FINDINGS AND EVENTS

Not applicable.

4. DISSEMINATION ACTIVITIES

Not applicable.

5. CAPITAL EQUIPMENT ACQUISITIONS

None.

6. DATA COLLECTION

Not applicable.

7. OTHER ACTIVITIES

Not applicable.

8. STAFF UTILIZATION

Not applicable.

9. FUTURE ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD

In the next reporting period, accountability systems for the mediation subsystem will be synchronized with those of research and development.

APPENDIX A

VITAE

CLIFFORD JOHN BIEBERLY

TITLE: Writer/Editor
Bureau of Child Research - P

Date of birth: February 14, 1949
Place of birth: Dodge City, Kansas

Sex: Male
Present Nationality: American

Educational Experience:

Bachelor of Arts in Journalism, Wichita State University, News-Editorial, 1972

Professional History:

Photographer and Lab Technician, Epperson Studio, Wellington, Kansas, 1966-1969
Writer and Managing Editor, The Sunflower, Wichita State University, 1969-1972
Managing Editor, The Halstead Independent, Halstead, Kansas, 1973
Writer/Editor, Media Support Services, Project MORE, Bureau of Child Research, University of Kansas, Parsons State Hospital and Training Center, Parsons, Kansas, 1973-present

Membership in Professional Organizations:

Sigma Delta Chi, Professional Journalistic Society: Wichita State University, chapter president, 1971-1972
Kansas Professional Photographers Association, associate member, 1966-1969

MADELINE CARUTHERS

TITLE: Writer/Editor
Bureau of Child Research - P

Date of birth: September 19, 1940
Place of birth: Tulsa, Oklahoma

Sex: Female
Present Nationality: American

Educational Experience:

Bachelor of Arts, University of Tulsa, Speech, 1962

Professional History:

Synopsis Sheet Writer, Skelly Oil Company, Tulsa, Oklahoma, 1962-1963
Private Secretary, Robert E. Eastman Company, St. Louis, Missouri, 1963-1964
Assistant Editor, company publications, Ralston Purina Company, St. Louis, Missouri, 1965-1967
Mass Media Volunteer, Peace Corps, U.S. Trust Territory of the Pacific, 1967-1969
Copywriter, Public Relations International, Inc., Tulsa, Oklahoma, 1969-1970
Editor, The Crest, Hillcrest Medical Center, Tulsa, Oklahoma, 1970
Assistant Director, Community Relations Commission, City of Tulsa, 1970-1973
Editor/Writer, Media Support Services, Bureau of Child Research, University of Kansas, Parsons State Hospital and Training Center, Parsons, Kansas, 1973-present

Memberships in Professional Organizations:

Alpha Epsilon Rho, National Radio and Television Honorary Society
Women in Communications, Inc.
National Organization of Women

Publications:

Caruthers, M. Computer lingo. TULSA Magazine, June, 1970.
Caruthers, M., and Moore, H. Taking stock in the future. Progress Magazine, Tulsa, Oklahoma, March, 1972.
Caruthers, M. Series of articles on the Community Relations Commission. The Oklahoma Eagle, Tulsa, Oklahoma, 1973.

Credits:

Caruthers, M. Minorities and the mass media - Bridging the gap. Paper presented at International Association of Official Human Rights Workers, San Francisco, 1972.
Caruthers, M. The social worker - Advocate of the patient. Paper presented at Institute on Establishing Social Work Programs, American Hospital Association, Des Moines, Iowa, 1973.
Caruthers, M. Racism, sexism and institutions. Paper presented at Tulsa chapter, National Organization of Women, 1973.

Supplemental Information:

Recipient, media award for educational/informational work, Tulsa chapter, National Conference of Christians and Jews, Inc., 1973

LUCY DEANE LONG

TITLE: Research Assistant
Bureau of Child Research

Date of birth: March 8, 1949
Place of birth: Memphis, Tennessee

Sex: Female
Present Nationality: American

Educational Experience:

Bachelor of Arts, Vanderbilt University, Psychology and Linguistics, 1971
State University of New York at Buffalo, Summer Institute of Linguistic Society of America, 1971
Master of Science, Vanderbilt University, Speech Pathology, 1973

Professional History:

Speech and Hearing Consultant, Clover Bottom Development Center, Donelson, Tennessee, 1973
Research Assistant, Project MORE, University of Kansas Bureau of Child Research, 1973-present

Memberships in Professional Organizations:

American Speech and Hearing Association